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ABSTRACT

This screening and diagnostic procedure is intended to identify Level 1 adults with specific learning problems. The adults not meeting criteria on the assessments for visual and auditory functions should be referred to proper medical services for full evaluations. A prescriptive teaching program should be specifically designed to meet needs of those not meeting criteria on the perceptual segments of the assessment. The procedures are divided into visual function, auditory function, visual perception, and auditory perception assessments. Each section describes tests in terms of purpose, materials needed, procedure, criteria for evaluation, and scoring. The following visual function tests are described: Distance Visual Acuity, Plus Lens, Visual Acuity at Reading Distance, and Near Binocularity. The visual perceptions assessments are Motor-Free Visual Perception Test, Developmental Test of Visual-Motor Integration--Modified, Frostig Test of Visual Perception--Test I B Eye Motor Coordination, and Southern California Figure-Ground Visual Perception Test. One auditory functions test is described--Pure Tone Sweep Frequency. The following auditory perceptions assessments are described: Auditory Comprehension, Auditory Sequencing, and Auditory Attention Span. Appendixes include a data sheet, educator's checklist of clues to learning problems, a glossary, and reference list. (YLB)

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309

DEMONSTRATION PROJECT

SCREENING AND DIAGNOSTIC PROCEDURE
FOR IDENTIFICATION
OF
ADULT LEARNING PROBLEMS

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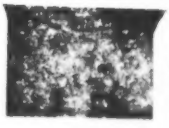

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INTRODUCTION

According to the 1975 Ohio A.B.E. End of the Year Reports, 83% of the enrolled A.B.E. students entered their programs reading below the 8th grade level.

Do these adults have undiagnosed learning problems?

Will their learning problem interfer with their A.B.E. goals?

Will the frustrations resulting from unknown disabilities lead to unsuccessful atempts at learning and eventual early separation from the A.B.E. program?

Before we can discuss our Level I adults with a secure professional eye we need to know more information about them. We have academic assessments that can tell us skill levels, but up until now we have not had no standardized method to screen and diagnosis adult learning related problems. Before placing any adult into a personalized curriculum we need to know both their academic and cognitive strengths and weaknesses.

The purpose of this screening and diagnostic procedure is to devide our Level 1 adults into those with specific learning problems and those without. The adults not meeting criteria on the following assessments for visual and auditory functions should be referred to proper medical services for full evaluations. A perscriptive teaching program needs to be specifically designed to meet the needs of those adults not meeting criteria on the perceptual segments of this assessment.

INTRODUCTION

VISUAL FUNCTIONS

The purpose of this vision screening procedure is to present A.B.E. staff with a way to detect many of those students who have a visual handicap that may preclude normal academic progress. This procedure is in no way meant to take the place of a full professional vision examination.

Since the vision tests that are described in the following pages compose a screening technique, the procedure has the problem of all screening techniques; that is, it must be used only as a weeding out tool to indicate the adults which can or cannot pass these tests under your specific testing conditions. Failure to meet the denoted criteria should lead the assessor to refer the specific individual to a proper optometrist for futher evaluation.

GENERAL INSTRUCTIONS

1. The Vision testing should be done in a classroom like environment. (ie. lighting, room color, etc.)

2. The testing should be done at the usual illumination levels prevalent in the classroom.

3. The testing must be done with the student wearing whatever spectacle correction (if any is worn) for distance or near viewing conditions. If the student has spectacles prescribed for distance but not for near, then he should be tested with the spectacles on for distance and off for near. If the student has reading glasses, the distance vision testing should be done with the spectacles off and the near testing with the spectacles on. If the student is wearing bifocals, the distance testing should be done with the student looking through the top portions of the lenses and the near testing done with the student looking through the bottom (bifocal) portions of the lenses.

4. The students should be asked before the test if they have any objections to being tested.

5. The students should be told that their vision is going to be tested only in some areas which have a direct bearing on their ability to receive visually presented learning material. The tests in no way are a substitute for a professional vision examination.

6. This procedure was designed for use over a broad range of ages from 11 years and older. It should not be used for students under 10 years of age.

I NAME OF TEST:

Distance Visual Acuity Test

II PURPOSE:

To detect those students whose visual acuity is low enough to cause a problem when the student is presented with visual information at the front of the classroom.

III MATERIALS NEEDED:

The two 20/30 tumbling "E" visual acuity lines.

IV PROCEDURE:

The chart containing the 20/30 tumbling "E" figures should be placed on the blackboard of the classroom five feet above floor level. Normal classroom illumination should be used. The student should stand 20 feet from the visual acuity chart. The student's task is to point with his finger in the direction of the gaps in each of the eight tumbling "E" figures. The test should be given first with the right eye viewing the chart left to right and left eye covered. Then the left eye viewing the chart right to left and right eye covered. The eyes should be kept wide open. (be sure that the adult is not squinting).

V CRITERIA:

Failure to recognize correctly the gap orientations of six of the eight tumbling "E" figures with either eye indicates a failing level performance. The student should be given a second opportunity to recognize the gap orientations. Failing level performance the second time means that the student has failed the distance visual acuity test for that eye.

VI SCORING:

Indicate each correct response by placing a "1" under the specific items on the data sheet. Indicate each incorrect response by placing a "0" under the specific item on the data sheet.

I NAME OF TEST:

Plus Lens test

II PURPOSE:

To detect those farsighted students who must make an unacceptable effort to focus their eyes for distance vision.

III MATERIALS NEEDED:

A. 20/30 tumbling "E" visual acuity line used in the distance vusual acuity test.
B. 20/20 tumbling "E" visual acuity line
C. +1.50 D. lens included in the vision testing kit.

IV PROCEDURE:

Place the +1.50 D. lens in front of the right eye with the left eye covered and ask the student to indicate the orientations of the gaps in the "E" by pointing with his finger. Repeat the process with the lens in front of the left eye and the right eye coverd. Again, the student should read the line forwards with the right eye and backwards with the left eye. Students under 40 years of age should view the 20/20 line and students over 40 years of age should view the 20/30 line. Repeat the process with the lens in front of the left eye and the right eye covered.

V CRITERIA:

If the student recognizes six of the right gap orientations correctly with either eye on the 20/30 - or 7 out of 10 on the 20/20 (viewing the chart appropriate for his age through the +1.50 D. lens), the student has <u>failed</u> the plus lens test. No second chance should be given.

VI SCORING:

Remember that the correct responses for the plus lens test is when the adult cannot indicate which direction the "E" is pointing. Indicate each correct response by placing a "1" under the specific item on the data sheet. Indicate each incorrect response (in this case an incorrect response is when the adult can tell you the direction correctly) by placing a "0" under the specific item on the data sheet.

I NAME OF TEST:

Visual Acuity at Reading Distance

II PURPOSE AND EDUCATIONAL IMPLICATIONS:

To detect those students with insufficient visual acuity to read textbook material at the usual reading distance.

III MATERIALS NEEDED:

A. Keystone Pedestal-Mounted Open Stereoscope (Catalog number 3103) included in the vision testing kit.
B. Stereo-card included in the vision testing kit.

IV PROCEDURE:

Place the slide holder on the stereoscope at the near (2.5 D.) mark. Place the stereo-card in the holder. Adjust the stereo-scope such that its axis is approximately 30 degrees downward from a horizontal position. This will assure that the student is in an approximately normal angle of gaze for reading.

Place the student's forehead against the forehead rest on the front of the stereoscope. If the student is wearing bifocals, he should be looking through the bifocal portion of his spectacle lenses.

Ask the student to read the top two rows of numbers. His performance will reveal a measure of his near distance acuity with the left eye. Failure to read any of the numbers correctly means that he has failed this test.

Ask the student to read the second two rows of numbers (seen by his right eye).

V CRITERIA:

Failure to read any one of the numbers would indicate that the student has insufficient visual acuity to read fine textbook printing at the usual reading distance.

VI SCORING:

Indicate each <u>correct</u> response by placing a "1" under the specific item on the data sheet.
Indicate each <u>incorrect</u> response by placing a "0" under the specific item on the data sheet.

I NAME OF TEST:

Near Binocularity

II PURPOSE AND EDUCATIONAL IMPLICATIONS:

To detect those students who do not use both eyes to read or have a tendency to use only one eye to read.

III MATERIALS:

Same as for the Visual Acuity at Reading Distance Test.

IV PROCEDURE:

Immediately after finishing the Visual Acuity at Reading Distance Test, have the student read the bottom four rows of numbers. Failure to read more than two of the numbers in the four rows correctly indicates failure on this test. If a number is read out of correct order, it will be counted the same as an omission.

V CRITERIA:

More than two omissions in the four rows of letters indicates that the student is reading with insufficient binocularity for comfort or is reading with only one eye.

VI SCORING

Only note responses to the significant item which are circled on the Data Sheet. Indicate a <u>correct</u> response by placing a "1" under the specific item on the data sheet. Indicate an <u>incorrect</u> response by placing a "0" under the specific item on the data sheet.

INTRODUCTION

AUDITORY FUNCTIONS

The purpose of this auditory acuity assessment is merely to divide our A.B.E. population into two groups: those who will pass the screening and those who will not. Whether the adult screened passes or fails this test does not mean that they necessarily have or do not have a hearing deficit. This test will only indicate those adults which are proficient or deficit in auditory acuity under these specific conditions. This is not a full hearing test; it is only a screening for pure tones.

GENERAL INSTRUCTIONS

1. Make sure you get the adult's consent before beginning this assessment.

2. This test should be given in as quiet a room as possible, free from auditory and visual distractions.

3. The audiometer should be checked to see if it is working properly each day on which it will be used for screening.

4. The right earphone will be marked by some sort of Red notation.

5. The only dials to be used for this screening will be the (Hertz) "Frequency" dial, the Decibel "Volumn" dial, the Selector Switch (right or left ear) and the Interrupter switch (controlling the on or off of the test signal.)

6. The adult being tested should be sitting with his back to the administrator and audiometer.

7. The adult should have his glasses off and hair pulled behind ears before placing the earphones on.

8. The adult should be told that this is a hearing screening and not a complete hearing test.

9. The same sounds may be presented more than once and any missed sounds should be checked by at least two presentations.

10. The examiner should keep body movements to a minimum; any movements may give indications as to when sounds are presented.

11. Break the rhythm of your presentation so that the adults do not adapt to a pattern in anticipating the presentation of the test tones.

12. When borrowing an audiometer for the screening always ask when it was last calibrated. If its last calibration was over two years ago, your testing may be invalid.

I NAME OF TEST:

Pure Tone Sweep Frequency

II PURPOSE:

To note those adults which are having difficulty meeting criteria for this screening under these specific conditions. Failure on this test will result in a referral for further hearing evaluation.

III MATERIALS NEEDED:

A. Audiometer (pure tone for threshold screening) with headset.
B. 2 chairs, (for you and adult) one desk to place audiometer on, and an electrical outlet.
C. Your screening check list and a pencil for scoring.

IV PROCEDURE:

A. Turn on Audiometer
B. Have adult be seated in chair with back to audiometer.
C. Say "I am now going to give you a hearing check. I will put these earphones on you and you will hear some soft sounds. Whenever you hear the little whistle-like sounds just say "O.K." (You might give an example of the sound coming through the headphone with the head phone still off)
D. Place headphone on. Remember the Red phone goes on the right ear.
E. Adjust the headphone so that it is covering the entire ear and the opening in the headphone is directly over the ear canal. Pull out the small ear flap to be sure the fit is secure and that the seal will not be broken.
F. Ask the adults not to touch the head phones once they've been placed on their head. If the headphones will not fit over both ears, place and test the right ear, then adjust securely on the left ear and test.
G. Begin with the selector switch on the right ear.
H. Look on your screening check list. Write the adult's name and the date.
I. Place the Hertz "Frequency" dial at 1000 Hz and the Decibel "Volumn" dial at 25 dB.
J. Press the Interrupter Switch for approximately 3 seconds release and wait for the adult to respond.
K. Check your screening check sheet under 1000 with either a "1" (pass) or "0" (fail.
L. Turn the Herz dial to 2000 Hz. Leave the decibel dial at 25.
M. Press the interrupter switch for 3-5 seconds, release and wait for the adult to respond.
N. Check your screening check sheet under 2000 with either a "1" or "0".
O. Repeat #M and #N at 4000 Hz.
P. Repeat #M and #N at 8000 Hz.
Q. Repeat #M at 1000 Hz again.
R. Place the Herz dial at 500 and the Decibel dial at 30dB.
S. Check your screening sheet at 500 with a "1" or "0".
T. Repeat #R and #S at 250 dB.
U. Turn your selector switch to the left ear (adjust headphones if necessary)
V. Repeat number I-T for the left ear.

V CRITERIA FOR EVALUATION:

Repeat any missed sounds a second or third time if necessary
Go back to the missed sounds after you've completed the visual sequence.
If any test frequencies are missed the adult has "failed" the screening.
If the adult has failed the screening, recheck them in two weeks. If an adult has failed the second screening, they should be referred to the appropriate person qualified to complete pure tone threshold hearing testing for further evaluation and recommendations.

VI SCORING

Indicate each correct response by placing a "1" under the specific tone item on the data sheet.
Indicate each incorrect response by placing a "0" under the specific tone item on the data sheet.
Keep a separate list of those adults who "failed" the screening for an easy recheck listing.

INTRODUCTION

VISUAL PERCEPTIONS

There are three components to vision, which in reality are not separate, but which can be considered in isolation in order to better understand the total process of vision:

Physical Component

This component involves the health and structural integrity of the eyes and associated muscles and nerves. For the sake of example, a physically normal vision system is like a T.V. set and antenna in good operating order with no defective parts.

Physiological Component

This component involves the functioning of the eyes and associated muscles and nerves. Continuing the example, a normally-functioning vision system is like a properly aligned antenna and a T.V. set which is fine-tuned, in focus, and adjusted to the proper channel.

Psychological Component

This component involves perception or the interpretation of the incoming sensory information. Again for example, normal vision perception is comparable to having an observer of the T.V. present who is able to understand and appropriately react to what is shown on the T.V. screen.

The term "visual functions" relates to the ability of the eyes to properly move and aim at a target, to clearly focus on the target, and to combine the images of the target formed in the two eyes into a single image.

The term "visual perceptions" describes the ability to sort and order the incoming visual sensations so as to make a meaningful response.

While normal visual functions are necessary to properly receive the visual information, normal visual perception is necessary to properly analyze, organize and interpret what is being received. The visual information can then be stored in the memory bank for furhter reference, or it can be acted upon, such as in directing motor activity.

The following assessments cover the perceptual skills which we have found to be difficult for adults with learning and therefore useful in diagnosing specific learning related problems.

I NAME OF TEST:

Motor-Free Visual Perception Test (MVPT)

II PURPOSE AND EDUCATIONAL IMPLICATIONS:

The MVPT includes subtests of the major areas of visual perception without requiring motor involvement other than pointing to the chosen response on each item.

This test helps determine whether problems on visual-motor tests, which require eye-hand coordination (such as the Rutgers, Bender, Beery, Gesell Copy Forms, etc.) are related possibly more to fine-motor output control problems than to improper processing of the visual input. In other words, this test helps answer questions regarding whether the primary problem is one of receptive visual perception, one of motor expression, or one of visual-motor integration.

The major areas of visual perception covered by the MVPT are: 1) visual figure-ground discrimination, 2) visual spatial relationships, 3) visual memory and 4) visual closure 5) visual discrimination. Skills in these areas are especially important in math (understanding spatial relationships and quantities), in spelling (visualization and visual sequential memory), in writing words and numbers (essentially a visual-motor task involving sequencing and directionality of symbols), in reading (decoding visual symbols and organizing them into words, sentences and paragraphs), and in visualizing a whole when only a portion of the visual information is given.

III MATERIALS NEEDED AND SUGGESTIONS FOR ADMINISTRATION:

A. Materials needed are test plates and data sheets.
B. Examiner and examinee sit facing each other with table between them. The test plate manual is placed on the table facing the examinee.
C. The room should be well illuminated and quiet, without distracting noises or movement.
D. It is helpful to have a third person available to keep score on the scoresheet provided. The examiner can then move swiftly through the test with both hands free to turn the pages of the test-plate manual. The scorekeeper should be given a clipboard and pencil and instructed in how the scoresheet is to be marked. The examinee should not be able to see the score sheet and how it is marked.

IV PROCEDURE:

The MVPT is a 12 item, individually administered, multiple choice test of visual perception. The only response required from the subject is that he point to one of the four alternatives that he feels is the correct response. The subject is not allowed to trace any figures. The examiner should encourage the subject to look at all four alternatives before making a final decision. Although the MVPT takes less than 5 minutes to administer it is not a timed test, and the subject should be given a reasonable amount of time (30 seconds) to make a selection. The examiner scores the subject's response by marking the appropriate space on the accompanying scoring sheet. Generally accepted administration procedures for standardized testing should be followed.

Items 1 to 3

Present the item to the subject and point to the stimulus figure, saying LOOK AT THIS. Point to the alternate figures, saying FIND IT HERE.

After the subject responds, the examiner points to the correct alternative, saying YES (NO), HERE IT IS.

Test items are presented in the same manner as the demonstration items, except for items 4-8, where the examiner adds WHERE IS IT HIDING? No confirmation or explanation is given for the test items.

Items 4-5

Present the item to the subject and point to the stimulus figure, saying LOOK AT THIS. Point to the four alternative figures, saying FIND ONE HERE. IT MIGHT BE SMALLER, BIGGER, DARKER, OR TURNED ON ITS SIDE.

After the subject responds, the examiner points to the correct alternative, saying YES (NO), HERE IT IS. WE MADE IT SMALLER AND DARKER.

Test items are presented in the same manner as the demonstration items, except that no confirmation or explanation is given.

Items 6 to 7

Each item requires two pages. The first page contains the stimulus figure, while the second page contains the four alternative figures.

Present the stimulus page to the subject for five seconds, saying, LOOK AT THIS. Turn the page exposing the alternative figures, saying NOW FIND IT HERE.

After the subject responds, the examiner re-exposes the stimulus page, saying YES (N), WE HAD TO FIND THIS.

The examiner then re-exposes the response page and points to the correct alternative, saying AND HERE IT IS.

Test items are presented in the same manner as the demonstration items, except that no confirmation or explanation is given. Some times an adult will ask to see the stimulus picture a second time. This is not permissible, so it is imperative that the examiner have the child's attention on each item initially.

Items 8 to 10

The examiner points to the four alternative figures, saying IF WE FINISHED DRAWING THESE FIGURES (he now points to the stimulus figure) WHICH ONE WOULD LOOK JUST LIKE THIS ONE?

After the subject responds, the examiner points to the correct alternative, saying YES (NO), IF WE CONNECTED THESE LINES, THIS ONE WOULD LOOK JUST LIKE THIS (he points to the stimulus figure).

Test items are presented in the same manner as the demonstration items, except that no confirmation or explanation is given.

Items 11-12

Present the item to the subject and point to the four alternative figures, saying WHICH ONE IS DIFFERENT FROM ALL THE OTHERS? Or WHICH ONE IS NOT THE SAME AS THE OTHERS?

After the subject responds, the examiner points to the correct alternative, saying YES (NO,) THIS ONE IS TURNED AROUND.

Test items are presented in the same manner as the demonstration items, except that no confirmation or explanation is given.

V CRITERIA FOR EVALUATION

Acceptable performance is 10 to 12 items correct. Below 10 correct responses indicates an area of weakness.

VI SCORING

A. Indicate on the DAta Sheet the response by circling the letter of the response (the correct response will have a line drawn under it.

B. Do not score the sample items.

C. Next to each item line indicate whether the response was correct ("1") or incorrect ("0")

I NAME OF TEST:

Developmental Test of Visual-Motor Integration - Modified (VMI)

II PURPOSE AND EDUCATIONAL IMPLICATIONS:

The Developmental Test of Visual-Motor Integration (VMI) is a tool for educational assessment devised as a measure of the degree to which visual perception and motor behavior are integrated in the students. It is a test of imitation, copying, size consistency, spatial concepts, hand-eye coordination. This modified VMI consists of 10 geometric forms to be copied. The forms are arranged in order of increasing difficulty.

III MATERIALS NEEDED AND SUGGESTIONS FOR ADMINISTRATION:

The materials needed are a transparency pen and a plastic overlay.

IV PROCEDURE:

A. The student is to copy the form with a pen, without erasing or working over. The forms are to be copied in order. Only one attempt on each form is allowed.

B. Place the VMI paper with 6 blank squares in front of student.

C. Keep the test booklet and the student's body centered and squared with the table throughout testing.

D. Show the first page of forms in the test booklet, and immediately point to Form 1, asking "Can you make one just like that?" Point to the blank space numbered "1" saying "You make yours right here". As soon as student understands the task, say to him "Go right ahead and do the rest of them in the same order that they appear".

E. Student completes "page one", examiner flips card over in test booklet, and points to blank number 4 on students paper, saying, "continue right here".

F. Testing may be discontinued after the student has failed on three consecutive forms. You may choose to continue, however, as it is often quite informative to see how a student approaches the more difficult forms.

G. Examiner should be seated next to the student.

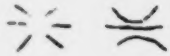
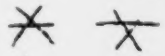
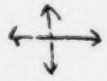
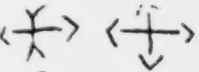
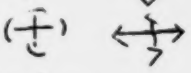
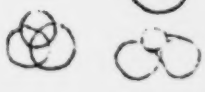
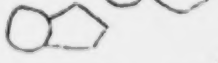
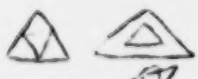
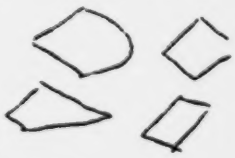
H. Neither the examiner nor the adult should <u>trace</u> the stimulus with his finger or pencil.

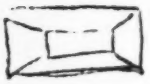
I. Avoid calling a form by name or by a descriptive term. Example: do not say "Make the circle" or Make the ball."

V CRITERIA FOR EVALUATION

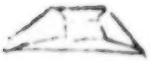
In order to have passed this assessment the adult should be able to have correctly reproduced at least 8 of the 10 figures. Failure of this assessment will mean that less than 8 figures have been accurately copied.

If there are any questions on evaluating correct reproductions, consult scoring criteria.

Figure	Not Acceptable	Should Be:
1.	not 	Three continuous intersecting lines
Three-hinge cross	not 	Intersection fairly accurate
	not	One horizontal and two diagonal
2. 	not 	Absence of reversed or "floating tips
Directional Arrows	not 	Sharp points on tips
	not	No indication of directional confusion
	not	Fairly equal length of "legs"
3.	not	Three overlapping circles showing seven openings. The triangular opening in the center must show.
Two-Dimensional Rings	not 	One circle clearly below the others.
4.	not	Four cornered square and a circle
Circle and tilted square	not	Square touches circle with closed corner
	not 	Little or no gap on overlap of forms
	not	Relatively equal size of each form
5.	not 	Two triangles
Tilted Triangles	not	
6.	not	all sides indicated only one angle may be rounded.
Wertheimer's hexagons	not	No evidence of directional confusion
	not	overlap clearly shown, but not extreme
7.	not 	Four good corners No obvious Kites Opposing corners
Horizontal Diamond		
8.	not	three complete double lined circles overlapping correct at least one clean 3-D overlap
Three-dimensional ring		
9.	not	correct number of parts
Necker cube	not	crosulation
	not	no evidence of confusion

10. 

Tapered box

not 

not

outer form a parallelogram or square
inner form a horizontal rectangle
inner forms clearly shifted to right and down

Indicate a correct response by placing a "1" next to the specific item on the DAta Sheet

Indicate an incorrect response by placing a "0" next to the specific item on the Data Sheet.

Use a "blank" in response column to indicate when an item was not attempted.

I NAME OF TEST:

Frostig Test of Visual Perception
Test I B Eye Motor Coordination

II PURPOSE AND EDUCATIONAL IMPLICATIONS:

This is a test of eye-hand coordination involving the drawing of continuous straight, curved, or angled lines between boundaries of various width, or from point to point without guide lines.

III MATERIALS NEEDED AND SUGGESTIONS FOR ADMINISTRATION

A. Materials needed include a transparency pen and plastic overlay.
B. Examiner should be seated next to the student.

IV PROCEDURE:

A. Item 1, 2, 3
   1. STudent is instructed to draw <u>one continuous line</u> from the left side of the drawing to the right side without lifting his pencil.
   2. Examiner points to the left end of maze #1 saying, "Begin here" and traces with her finger over to the right end of maze, saying "and stop at the end here." "Remember keep your pencil on the paper." "Do not stop, and do not touch the sides of the maze."
   3. When student finishes item 1, continue in the same manner with items 2 and 3.

B. Item 4
   1. Examiner says "You are to cover up this line by tracing over it with your pencil. Try to stay right on the line and keep your pencil on the paper."

V CRITERIA FOR EVALUATION:

A. Item 1 - 3
   1. A rating of incorrect is given if:
      a. there is an obvious break, fork, or sharp angle in the line.
      b. if the pencil goes outside the stimulus line.
      c. if the line has been sketched, corrected, or broken.
      d. if the line starts more than 1/8 inch inside either end of stimulus lines.
      e. if the line extends more than ½ inch beyond inside either end of stimulus lines. (STudent is not penalized if touching edge of line)

B. Item 4
   1. Correct is given if the pencil covers the printed line and no white is seen
   2. Incorrect is given if white is seen between the pencil line and printed line.
   3. Incorrect is given if the line starts more than ½ inch beyond the stimulus line or 1/8 inch inside the end of stimulus line.

VI SCORING

Indicate a correct response by placing a "1" next to the specific item number on the Data Sheet

Indicate an incorrect response by placing a "0" next to the specific item number on the Data Sheet.

I NAME OF TEST:

Southern California Figure-Ground Visual Perception Test

II PURPOSE AND EDUCATIONAL IMPLICATIONS

This test is designed to detect difficulty in separating a visual stimulus from a rival background..

Visual figure-ground perception is important in such activities as driving, looking for a friend in a crowd, searching for a lost or misplaced object or for an item in a store, finding a specific word or sentence on a page, reading without being distracted by surrounding words, maintaining visual attention on a lecturer in a classroom, working math problems or balancing a checkbook, dribbling or catching a ball, and so on.

In short, visual figure-ground perception is involved anytime one must pay attention to a specific visual stimulus (the "figure") and ignore other (distracting) visual stimuli (the "ground").

III MATERIALS NEEDED AND SUGGESTIONS FOR ADMINISTRATION:

A. Materials

1. SCFG Test plates contain one demonstration item and eight test items, each consisting of an "A" page having superimposed pictures of common objects and a "B" page having six individual pictures of common objects, three of which are superimposed on the "A" page.

   Note: The examiner should have a clock in sight. No more than one minute should be allowed for the adult to respond to each item.

B. Suggestions for Administration

1. Examiner and examinee sit facing each other with table between them. The test plates are placed on the table facing the examinee. The "B" page should be flat on the table and the "A" page supported by the examiner's hand at a 60% angle to make viewing easier for the examinee.
2. The room should be well-illuminated and quiet, without distracting noises or movement.
3. The examinee should not be able to see the scoresheet and how his responses are recorded.
4. Since the SCFG is a timed test, the usual testing time will be 3 to 8 minutes, depending on the ability of the examinee.

IV PROCEDURE:

A. General:

1. The SCFG is an 8 item, individually administered, multiple choice test of visual figure-ground perception.
2. The examinee is required to select from the "B" page, 3 (out of 6 given) pictures of objects or geometric forms which also appear (embedded) on the "A" page.
3. The examinee indicates his selection by pointing to the chosen picture on the "B" page.
4. One minute is allowed for the examinee to make his selections on each test item.
5. Guessing is accepted by not encouraged.
6. If the examinee makes a change of response within the one minute period, the changed response is accepted as a final response.
7. If four responses are made, the examinee is reminded that only 3 are permissible (or possible) and to indicate his 3 choices. If he does not indicate 3 choices within the one minute period, his first 3 choices are recorded.
8. The examinee is allowed to trace the embedded plate figures with his finger if he requests it.
9. The examinee should be encouraged to carefully study both the embedded plate ("A" page)and the multiple-choice plate ("B" page) before making his response.
10. Plates 1A and 1B are for demonstration purposes.
11. Only in the demonstration period is the examinee told which pictures are the correct choices.

B. Specific Directions:

The Test Booklet is opened to Plates 1A and 1 B and placed before the S. The examiner says, pointing appropriately: "Three of these pictures (pointing to the multiple choice plate) are up here (pointing to the embedded plate). Which three are they?"

If an error is made on the demonstration plates, the S is corrected and further explanation is given. (See additional instructions below.) After the S points to the right three pictures in the multiple choice plate, the examiner points out the three pictures <u>not</u> in the embedded plate and says:

"These three pictures are <u>not</u> up here."

The Examiner then says:

"That is the way it will be each time I turn the page. You are to find the three pictures down here which also are up here. Look carefully because it can be tricky."

The examiner then turns the page to Plates 1A and 1B and <u>starts the stop watch</u>.

After the S makes his three selections of the picture, within the one minute period, or after the one minute has elapsed, the Examiner turns the page to plates 2A and 2B, and continues until he completes all plates through 8A & 8B.

The test is discontinued when a total of 5 errors are made. Errors need not be consecutive. Since each plate has 3 items (one for each correct choice) it is possible to make as many as 3 errors on one plate. An omission is an error. If S correctly identifies one picture, incorrectly chooses another and fails to make a third choice within the 1 minute limit for that same plate, he has made two errors on that plate.

V CRITERIA FOR EVALUATION:

Acceptable performance is a total score of 22 to 24. Below 22 correct responses indicates an area of weakness.

VI SCORING

Indicate on the data sheet with a circle around the response made by the adult. The correct response will be indicated by a line beneath it. Then note to the side of each item line the number correct within each line.

INTRODUCTION

AUDITORY PERCEPTIONS

Auditory perception deals with the ability to receive, analyze, recognize, categorize and reproduce the things we hear. The important differentation comes between hearing as a function and hearing as an interpretating receptive process.

The following assessements include and cover the areas of:

Auditory Comprehension

Understanding and interpreting what you hear.

Auditory Sequencing

Immediate recall of lists of numbers.

Auditory Attention Span

The recall of sentences denoting sequencing skills, discrimination skills and delayed memory skills.

I NAME OF TEST

Auditory Comprehension

II PURPOSE

To assess the students ability to comprehend and recall auditory information.

III MATERIALS NEEDED:

A. Paragraph
B. Questions
C. Data Sheets

IV PROCEDURES:

Understanding a paragraph

Say "I am going to read you a story about the discovery of gold in America , then I will ask you some questions about it. Don't try to remember the story word for word; just listen for the basic ideas. Are you ready?"

It is important that the reader keeps his eyes on the paragraph only and does not look up at the Adult.

Gold was first discovered in California by a millwright named James Marshall. Marshall was building a sawmill on the banks of the American River. One morning in January 1848, as he was walking along the millrace, he saw bright flakes at the bottom of a ditch. Marshall picked up a handful and took them back to the fort to show his partner, John Sutter. They turned out to be pure gold. Marshall and Sutter tried to keep the discovery a secret until the mill was finished, but the news spread like wildfire. Every morning gold seekers, armed with picks and shovels, came out to the sawmill. Some of them even wanted to tear the sawmill down. Marshall sent them off in all directions, telling them better places to look for gold. To his surprise they found gold everywhere. Marshall soon gained such a reputation that people would dig wherever he told them to. No one had any idea that the whole countryside was one great bed of gold.

Questions:

1. In this story, did Marshall discover gold on the Rio Grande? (No)
2. Did Marshall and Sutter try to spread the news of the discovery? (No)
3. Did many gold seekers come to the sawmill? (Yes)
4. Did they tear down the sawmill? (No)
5. Did Marshall know where the hidden deposits were? (No)
6. Were the gold seekers lucky in finding gold?(Yes)

V CRITERIA FOR EVALUATION:

Score each answer as correct or incorrect. A score of less than 5 out of 6 correct would indicate a weakness in this area.

VI SCORING

Indicate a correct response by placing a "1" next to the specific item on this Data Sheet.

Indicate an incorrect response by placing a "0" next to the specific item on the Data Sheet.

I NAME OF TEST

Auditory Sequencing

II PURPOSE

To assess the students ability to listen to digits presented orally and repeat the digits in proper sequence.

III MATERIALS NEEDED:

A. List of Digits (See below)
B. Data Sheet

IV PROCEDURES

Repeating Digits

Say: Now I am going to read some numbers. Wait until I finish, then say them after me. Are you ready? Pronounce the numbers evenly at one-second intervals. Repeat the series if necessary but score as an error.

1. 9 1 6 2

2. 2 7 4 8 1

3. 5 4 2 7 1 8 3

4. 3 1 8 5

5. 7 9 6 2 5 4 1

6. 8 6 3 4 1 6

7. 6 3 5 9 4

8. 9 2 6 7 3 8

V CRITERIA FOR EVAJUATION:

Any number out of sequence in a series makes the entire series incorrect.

A score below 6 out of 8 indicates a weakness in this area.

VI SCORING

Indicate a correct response by placing a "1" next to the series on the Data Sheet.

Indicate an incorrect response by placing a "0" next to the series on the Data Sheet.

I NAME OF TEST:

Auditory Attention Span

II PURPOSE:

To note how well the adult can make immediate recalls on meaningful related words. This check also covers the areas of auditory sequencing, comprehension and mis-preceived auditory verbalization.

III MATERIALS:

The listed 8 sentences, your student data sheet and a pencil.

IV PROCEDURE:

Say: "I am going to say something to you. When I get through, you say just what I said."

Say each sentence slowly and distinctly. Do not repeat. After each sentence, allow time for the pupil to repeat it. Start with sentence #1, continue until there are three sentence failures in succession.

Record responses on the Pupil's Record Booklet by crossing out any words omitted and by inserting any additional words or syllables.

Sentences:

1. In summer we go North where it is cool.
2. We saw a little fire on the way to school.
3. The sun shone brightly today and it hurt my eyes.
4. The art teacher comes to our own school three days a week.
5. Ten persons went to a party where there was lots to eat.
6. Father must buy some new license plates for his car once each year.
7. When the train passes the whistle blows for us to keep off the track.
8. In the summer time the nights are very short and the days are long.

V CRITERIA FOR EVALUATION

Scoring - A sentence is failed when there are three or more errors. There are three kinds of errors. (a) a word omitted; (b) a word added; (c) an unsuitable word substituted. In determining failure, the errors may all occur in a, or b, or c, or any combinations of a,b, and c.

VI SCORING:

Mark the following points next to the individual sentences:

3 - no errors
2 - a sentence with one error of any type
1 - a sentence with two errors of any type
0 - a sentence with three or more errors of any type
blank - a sentence that was not attempted.

READING ASSESSMENT

I NAME OF TEST:

Wide Range Achievement Test

II PURPOSE AND EDUCATIONAL IMPLICATION:

To have a standardized reading level on each adult involved in the piloting.

III MATERIALS:

Word Card and Student Data Sheet

IV PROCEDURE:

This reading assessment should be done at the end of the assessment battery to any adult that has not had a wide range reading test within the last month (any adult having had a Wide Range Reading Assessment since February 1, 1976 can be waved from this section of the intake procedure. The scores from the last testing may be filled in on the Profile Sheet.)

A. The student is to read the words on the word card.

B. He is to read as many of them as he can.

C. Guessing or "Why don't you just try it" should be encouraged.

D. If the adult misses any words in the 1st row he should then go line of letters and be asked to identify as many of the letters as he can.

E. The teacher may help a student with a word, but that word should be marked as incorrect on the data sheet.

F. At three consecutive errors the teacher should ask the adult to look over the rest of the remaining words and see if there are any other words that he recognizes.

G. Second tries at a word are acceptable, and should be scored as correct.

V CRITERIA FOR EVALUATION:

The teacher is to put a line under correct responses and a line through any incorrect responses. (ie. cat, dog) on the students data sheet.

VI SCORING

If the adult completes correctly the first row of words, add 15 points to the number of words he correctly read on the entire test (15 indicates the number of letters he did not have to read)

LONDON

ADULT BASIC EDUCATION

DATA SHEET

PARTICIPANT'S NAME: _____ M/F _____ AGE _____

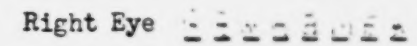
LOCAL A.B.E. PROGRAM: _____ DATE: _____

ASSESSMENT ADMINISTRATOR: _____

I. VISUAL FUCTION ASSESSMENTS

A. Distance Acuity

20/30

Right Eye 

(Response) _ _ _ _ _ _ _ _

Left Eye

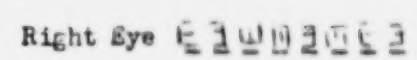
(Response) _ _ _ _ _ _ _ _

Right Eye Total ____

Left Eye Total ____

B. Plus Lens Test

20/30

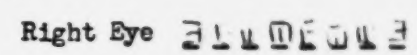
Right Eye 

(Response) _ _ _ _ _ _ _ _

Left Eye

(Response) _ _ _ _ _ _ _ _

20/20

Right Eye 

(Response) _ _ _ _ _ _ _ _

Left Eye

(Response) _ _ _ _ _ _ _ _

Right Eye Total ____

Left Eye Total ____

C. Near Acuity

Right Eye 8 3 7 2 1

(Response) _ _ _ _ _

6 4 3 1 5

(Response) _ _ _ _ _

Left Eye 7 9 8 4 1

(Response) _ _ _ _ _

6 3 2 5 4

(Response) _ _ _ _ _

Right Eye Total ____

Left Eye Total ____

D. Binocularity

6 9 7 3 2 ____

(Response) _ _

4 8 5 2 6 ____

(Response) _ _

1 3 7 4 9 ____

(Response) _ _

5 6 2 8 3 ____

(Response) _ _

Total ____

II. VISUAL PERCEPTION ASSESSMENTS

A. MVPT

Example: A B C D

1. A B C D ____
2. A B C D ____
3. A B C D ____

Subtotal ____

Example: A B C D

4. A B C D ____
5. A B C D ____

Subtotal ____

Example: A B C D

6. A B C D ____
7. A B C D ____

Subtotal ____

Example: A B C D

8. A B C D ____
9. A B C D ____
10. A B C D ____

Subtotal ____

Example: A B C D

11. A B C D ____
12. A B C D ____

Subtotal ____

Combined Total ____

C. Frostig I B

1. ____
2. ____
3. ____

Total: ____

C. VMI

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Total: ____

D. SCFG

Example: 1 2 3 4 5 6 ____

1. 1 2 3 4 5 6 ____
2. 1 2 3 4 5 6 ____
3. 1 2 3 4 5 6 ____
4. 1 2 3 4 5 6 ____
5. 1 2 3 4 5 6 ____
6. 1 2 3 4 5 6 ____
7. 1 2 3 4 5 6 ____
8. 1 2 3 4 5 6 ____

Total ____

III. AUDIOMETRIC SCREENING

RT. Ear	250	500	1000	2000	4000	8000
1st. screening date:						
2 nd. screening date:						

Lt. Ear	250	500	1000	2000	4000	8000
1 st. screening date:						
2 nd. screening date:						

Right Total: ___

Left Total ___

IV. AUDITORY PERCEPTION ASSESSMENTS

A. Auditory Comprehension

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___

Total: ___

B. Auditory Sequencing

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___

Total: ___

C. Auditory Attention Span

1. In Summer we go North where it is cool. 1. ___
2. Green leaves come on the trees in early spring. 2. ___
3. The airplane makes a loud noise when it flies fast. 3. ___
4. The art teacher comes to our own school three days a week. 4. ___
5. Ten persons went to a party where there was lots to eat. 5. ___
6. Father must buy new license plates for his car once each year. 6. ___
7. When the train passes the whistle blows for us to keep off the track. 7. ___
8. In the summer time the nights are very short and the days are long. 8. ___

Total: ___

COMMENTS:

EDUCATOR'S CHECKLIST

OBSERVABLE CLUES TO VISUAL AND AUDITORY LEARNING PROBLEMS

ADULT'S NAME: _____ DATE: _____

VISUAL CHECKLIST

1. Appearance

___ Reddend eyes or lids
___ Eyes tearing excessively
___ Encrusted eyelids

2. Behavioral

___ Head turns as reads across page
___ Looses place often during reading
___ Needs finger to keep place
___ Too frequently omits words
___ Writes up hill or down hill on paper
___ Squints, closes or covers one eye
___ tilts head extremly while working at desk
___ Omits letters, numbers or phrases
___ Writes crookedly, poorly spaced
___ Comprehension reduced as reading continues
___ Holds books too closely
___ Makes errors in copying from board or book on desk

3. Visual Dyslexia

___ Perceives symbols backword upside down, or in scrambled sequence
___ Reverses words, syllables, number units
___ Leaves off endings
___ Cannot recall correct sequence of letters, words, numbers
___ Has difficulty recalling information in sequence (alaphabet, days of week, months, sentences, number groups, etc.)

AUDITORY CHECKLIST

1. Behavior

___ Turns one side of head toward speaker or source of sound
___ Inability to follow directions
___ Failure to respond when called
___ Poor progress in discussion groups
___ Retarded language development
___ Mouth breathing

2. Auditory Dyslexia

___ Does not distinguish seperate phonetic elements in words
___ Cannot detect syllabies
___ Cannot blend word parts into whole word units
___ Writes words phonetically
___ Subvocalization while reading or writing
___ Erases, markes over habitually while writing

ADDITIONAL COMMENTS

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GLOSSARY OF TERMS
RELATED TO ADULTS
WITH LEARNING PROBLEMS

GLOSSARY OF TERMS RELATED TO

ADULTS WITH LEARNING PROBLEMS

AGRAPHIA: The inability to encode in written form; inability to remember how to write alphabet symbols; inability to write legibly even when specific symbols are clearly in view.

AUDITORY DISCRIMINATION: The ability to discrimate between closely related sounds or spoken words.

AUDITORY DYSLEXIA: Difficulty in translating speech into symbols; difficulty hearing discrete phonetic elements of speech accurately; difficulty making sound-symbole associations.

AUDITORY MEMORY: The ability to remember sound information or what is needed to learn through hearing and what is heard.

AUDITORY PERCEPTION: The ability to receive, analyze, recognize, categorize and reproduce (graphically, verbally, etc.) the things we hear.

AUDITORY SEQUENCING: The ability to recall sequence and details of information heard.

BINOCULARITY: The ability to make the two eyes work together.

COMPREHENSION: The ability to use judgement to reason and understand common sense situations.

DIAGNOSIS: The art of distinguishing one disease, defect or disorder from another.

DIRECTIONALITY: The ability to distinguish left form right, up from down, forward from backward.

DISTANCE VISUAL ACUITY: The ability to focus and see clearly and comfortably with both eyes and each eye seperatley at a distance of about 20 feet or more.

DYSGRAPHIA: Difficulty putting thoughts into written form; partial or inability to remember how to make certain alaphabet or arithmetic symbols in handwriting; involves faulty sense of direction.

DYSLEXIA: Difficulty processing language symbols; partial ability or disability to decode printed symbols into thought, ot to encode thought into printed symbols.

DYSFUNCTION: Disturbance, impairment or abnormality of functioning of any organ.

DYSGRAPHIA: Inability to write.

FIGURE-GROUND: The process of detecting the difference between the stimulus in the foreground (the object) and the stimulus or stimuli in the beckround.

FINE-MOTOR: Small muscle movement as in writing.

FLUENCY-ENCODING: The ability to express oneself verbally.

GENETIC HANDICAP: Handicap caused by hereditory factors passed on through the genes.

LEARNING DISABILITY: A disorder of one or more of the basic psychological process involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term learning disability does not include learning problems which are primarily a result of visual, auditory, or motor handicap, or mental retardation, or of emotional disturbance, or of an environmental disadvantage.

MATURATION LAG: Behind the normal schedule of becoming mature and and fully developed.

NEAR VISUAL ACUITY: The ability to focus and see clearly and comfortably with both eyes and each eye seperatly at a distance of about 15 inches.

NUMBER CONCEPT: The ability to count and use simple numbers to represent quantities.

SHAPE CONSISTANCY: The ability to discriminate an object despite a change in its direction or angle of view.

SIGHT: The mere ability to see and the eye's responses to light shining in it.

SPACIAL ORIENTATION: Concepts such as right-left, front-back and up-down.

SYNDROME: A set of symptoms that occur together.

TIME-ORIENTATION: The ability to judge lapses in time and to be sensitive to time concepts.

VISION: The ability to interpret and understand the information that comes through the eyes.

VISUAL DISCRIMINATION: The ability to differentiate visually forms and symbols in one's environment.

VISUAL DYSLEXIA: Difficulty interpreting (seeing) printed or written symbols accurately, tendancy to perceive symbols upside down, backward, or in a scrambled sequence; inability to comprehend items printed in a series.

VISUAL FIGURE-GROUND DIFFERENTIATION: The ability to perceive objects in foreground and to separate them meaningfully.

VISUAL MEMORY: The ability to recall accurately a prior visual experience.

VISUAL MOTOR INTEGRATION. The ability to integrate total visual motor skills in complex problem solving.

VISUAL MOTOR MEMORY. The ability to reproduce what is seen with the coordinated action.

VISUAL PERCEPTION: To determine the ability to receive, analyze, recognize, categorize and reproduce (graphicelly, verbally, etc.) the things we see.

REFERENCE

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852-9843
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C.W. Montgomery, III
Superintendent

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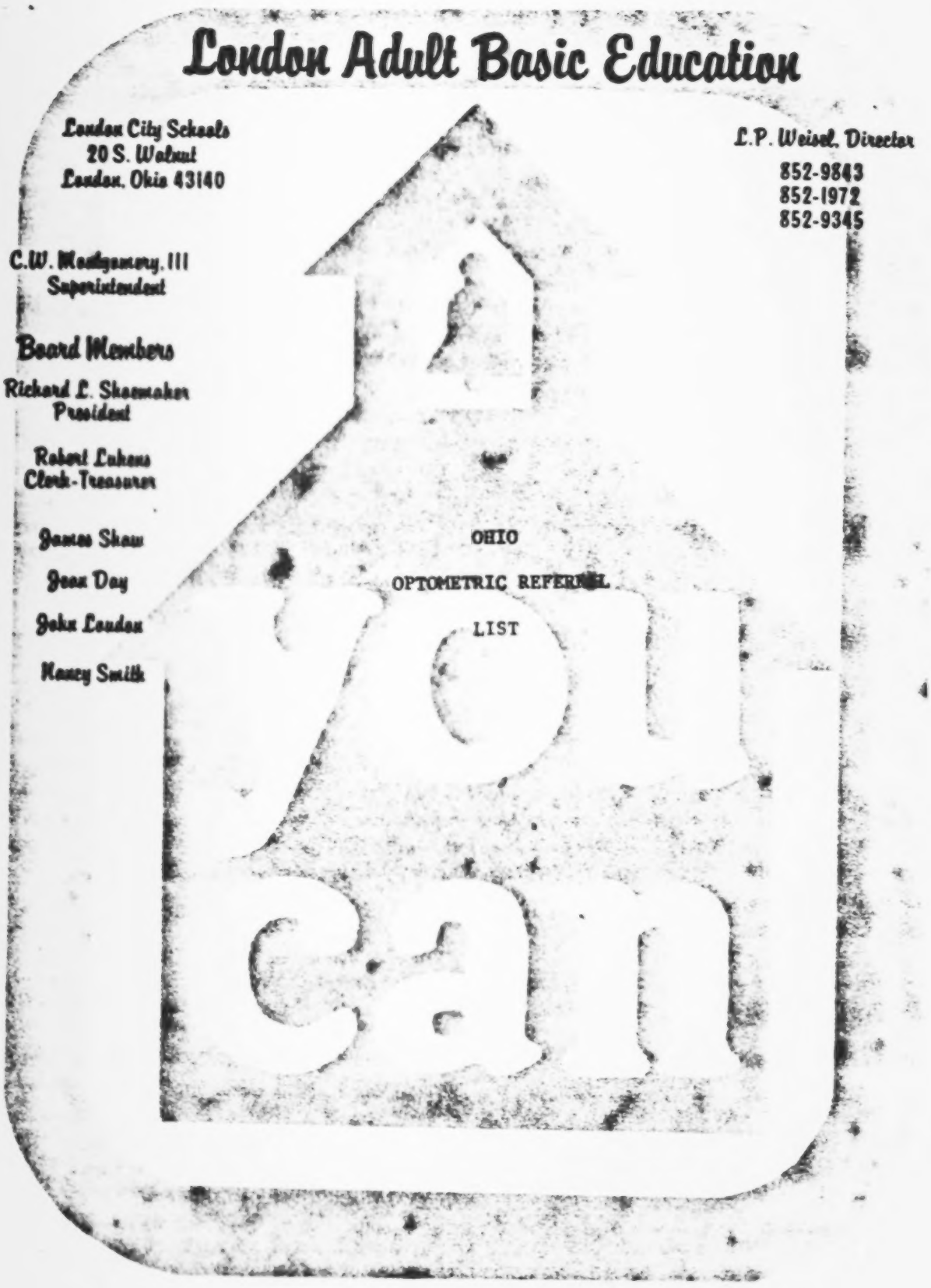

OHIO

OPTOMETRIC REFERRAL

LIST

These optometrists have indicated a personal interest in working with adults that have visual dysfunctions related to learning difficulties.

Those listed below are interested in cooperating with Adult Basic Education in the following roles.

1. resource people for visual-related learning problems
2. specialists to whom you may refer those adults not meeting criteria on the Visual Function Assessments.
3. consultants in planning prescriptive remedial aide for adults with severe visual perceptual disabilities.

AKRON

Optometric Group Inc.
Dr. Verne E. Petrie
Dr. Richard Franz
Portage Lakes Medical Bldg.
3515 Manchester Rd.
Akron, Ohio 44319
(216) 644-7138

Dr. Paul Newman
279 S. Main St.
Akron, Ohio 44308
(216) 253-1627

ASHTABULA

Edward J. James, O.D.
4612 Main Avenue
Ashtabula, Ohio 44004
(216) 993-8846

CANTON

Dr. STanley E. West
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5270 Fulton Dr.
(216) 494-6878

CENTERVILLE (Montg. Co.)

Dr. J. Douglas Levy
17 Irongate Park Av.
Centerville, Ohio 45459
(513) 433-2020

CHAGRIN FALLS

Tom D. Rose, O.D.
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Chagrin FAlls, Ohio 44022
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CINCINNATI

Dr. Lawrence Schneider
4200 Montgomery Rd.
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(513) 531-3814

CLEVELAND

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COLUMBUS

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Allan Griffiths, O.D.
Tremont Medical Center
2094 Tremont Center
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CUYAHOGA FALLS

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Defiance, Ohio 43512
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LANCASTER
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McConnelsville, Ohio 43756
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North Royalton, Ohio 44133
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Port Clinton, Ohio 43452

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WASHINGTON COURT HOUSE

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WARREN

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